

## Work sample: Investigating a local building

### Relevant part of the achievement standard

By the end of Year 3 students place some of the key events and people they have studied in chronological sequence using timelines.

Students pose questions about the past and locate relevant information from different historical sources. They identify traces of the past in the present and can explain their significance.

Students use historical sources to compare key aspects of the past with the present. They identify and explain important changes and continuities over time. Students explain the significance of people and events to the development of a community.

Students compose historical texts, including narratives, using appropriate historical terms. They present their information using a range of communication forms (written, spoken, visual).

### Summary of task

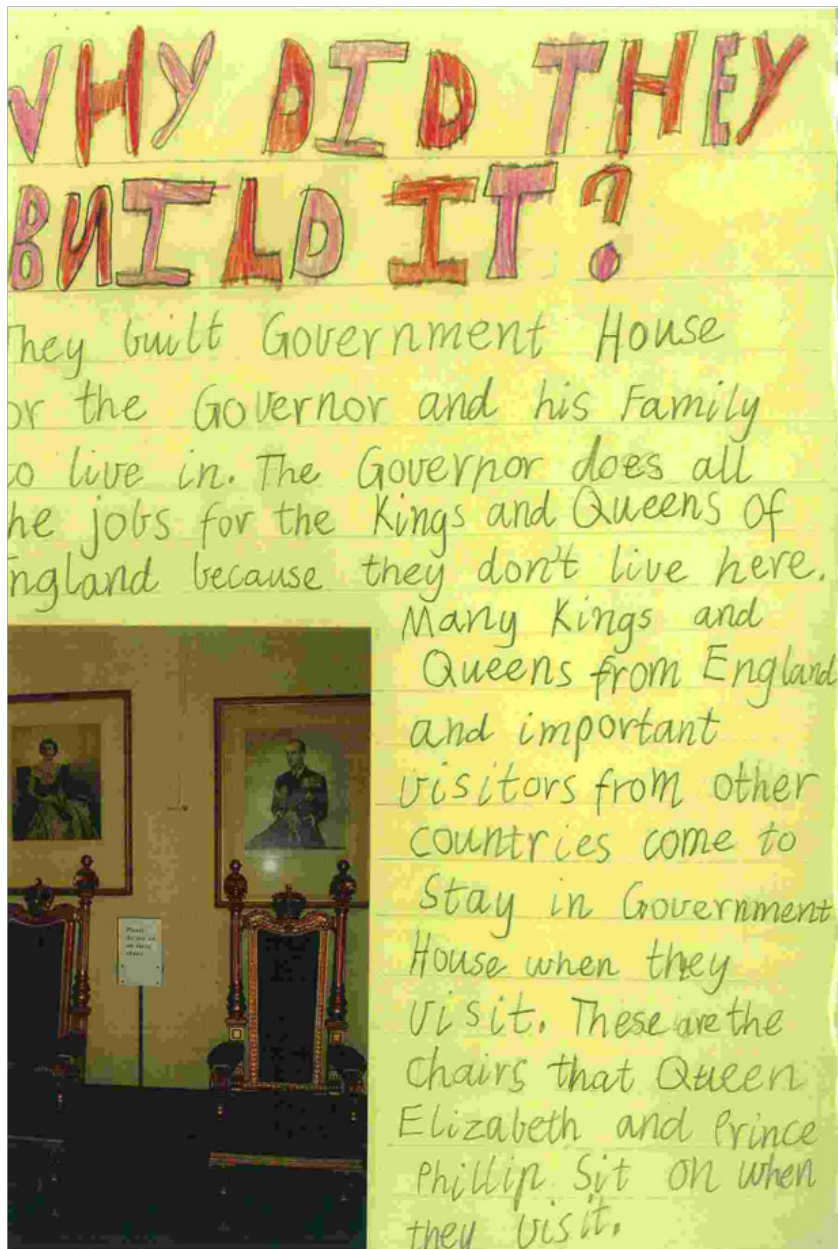
Students visited Government House, a local building of historical significance, and were provided with inquiry questions to investigate the building.

Students were asked to:

- record information relevant to the questions during their visit to Government house
- answer their questions in written form, using traces of the past (such as photographs) and appropriate historical terms

**Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.**

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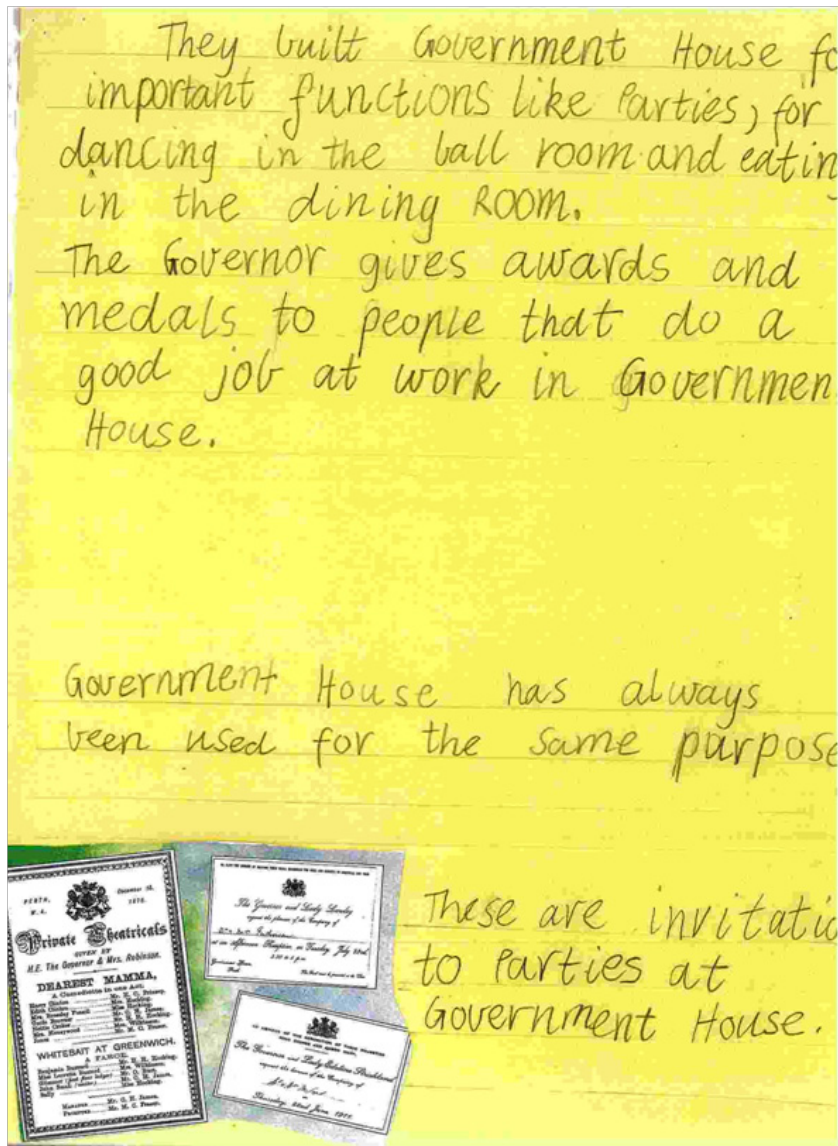
### Annotations

Explains the significance of Government House and the role of the Governor.

Uses some appropriate historical terms, for example Governor, kings, queens, medals.

Identifies traces of the past and explains their significance in the present.

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### Annotations

Identifies an important continuity, eg what Government House is used for.

### Annotation summary

This work sample includes reference to different historical sources. The student explains the significance of Government House with reference to people and events. The student includes relevant information that is presented in written and visual form.

#### Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.